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ABSTRACT

The process of performance contracting by consultants to a school district is presented. Beginning with a proposal for A Training Program for Instructional Specialists--East-Northern School District, the next step is The Supervisory Conference, which is followed by Performance Contract Specifications. A checklist is then provided for Assessment of Supervisory Conference Behavior. The Performance Contract Evaluation Report is then discussed, and a Summary of Questionnaire replies to two questions answered by both the Instructional Specialists and the school principals is provided. Recommendations are made for continued training at East-Northern, and a critique is given of the process. (DB)

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THE DEVELOPMENT AND EVALUATION OF CRITERIA FOR PERFORMANCE CONTRACTING BY CONSULTANTS TO SCHOOL DISTRICTS

David W. Champagne
John L. Morgan

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Learning Research and Development Center
University of Pittsburgh

TM 001 693

April, 1972

Presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinios, April 4, 1972.

THE DEVELOPMENT AND EVALUATION OF CRITERIA FOR PERFORMANCE CONTRACTING BY CONSULTANTS TO SCHOOL DISTRICTS

David W. Champagne and John L. Morgan
University of Pittsburgh

Objectives of Session

Participants will:

1. Consider applications of performance contracting in the use of outside consultant services to their organizations.

2. Evaluate the contract specifications, evaluation criteria and results in a project carried out by the organizers.

3. Suggest general criteria for the development of performance contracts by consultants and educational organizations.

Rationale for Sessions format and Organizations

This format is used for the following reasons. The performance contract and negotiations setting it up were complicated. They take time to consider and understand. Reactions to the provisions of the contract and the ideas of performance contracting will shape future contracts. Since this whole idea is relatively new, especially for short term consultants, administrators consideration of the ideas may help avoid pitfalls which could give the whole idea a bad name. The combination of reading, writing and talking about this issue as a participant should make the session into real learning as well as trying out a useful departure from the relatively passive listening involved in both paper and symposia sessions.

An implementation of the idea of accountability in education at all levels is the basic educational value of this session. There should be clear reasons for the entry, on short or long term basis, of consultants in schools. The accomplishments, or lack thereof, of the consultant's intervention should be evaluated. This is no small or easy task as this project will show. A fair return for school money and consultant effort were the major objectives

of this proposal. It was with some anxiety that the organizers ventured upon what for us were very much uncharted waters.

Directions for Reading the Paper

1. Read page 4 (Outlined History of Dates of Contacts with the School District) and answer the following question.

   Did the consultants involve all parties that would be affected by their intervention in the pre-planning stages? ____yes ____no

Notes

2. Read pages 5-9 (A Training Program for Instructional Specialists--East Northern School District) and answer the following questions.

   a. Was this workshop an effort to create a total group of support individuals. ____yes ____no

   b. Were the consultants making this district dependent on their skills. ____yes ____no

   c. Were the consultants leaving their skills with this school district. ____yes ____no

   d. Did the workshop participants have any time to practice their learned skills. ____yes ____no

Notes

3. Skim pages 10-17(The Supervisory Conference). This is the basis for developing the perforance contract specifications.

   Look at page 12 and 16 in some detail.

Notes

4. Read pages 18-23 (Performance Contract Specifications). Identify the four Contract Specifications.

5. Read pages 24-31 (Evaluation Report).

6. Read pages 32-36 (Summary of Questionnaire). Are the categories in the summary useful?

7. Read pages 37-39 (Recommendations for East Northern for Continued Training) and answer the following questions.

   a. Do your agree with recommendation one. _____yes _____no

   b. Do you agree with recommendation four. _____yes _____no

   c. Should consultants have the obligation to make this kind of summary recommendation report? _____yes _____no

8. Read pages 40-41 (The Process - A Critique) and answer the following questions.

   a. Should a performance contract be so "tight" that all specification are carried our? _____yes _____no

   b. Should consultants leave their skills behind in a district? _____yes _____no

   c. Should consultants be paid for planning days? _____yes _____no

   d. Who should pay for evaluating the contract?

Outlined History of Dates of Contacts
with the School District

Date	Type of Contact	Participants
March 22, 1971	Discussion of District's Goals and Competencies of Consultants	Consultants - Director of Secondary Education
April 6, 1971	Planning day for proposed summer workshop	Consultants - Directors of Elementary and Secondary Education - Instructional Specialist Representative
May 2, 1971	Presentation and negotiation of proposed summer workshop	Consultants - Directors of Elementary and Secondary Education - Principal and Instructional Specialist Representative
June 22, 1971	Consultants acted as outside observers and critics at a role description session for Instructional Specialists	Consultants - Directors of Elementary and Secondary Education - all Instructional Specialists
August 10, 11, 12, 13, 1971	Summer Workshop - A three and one-half day intensive workshop in an isolated residence setting	Consultants - Directors of Elementary and Secondary Education - all Principals - all Instructional Specialists - all Administrative Staff
October 7, 1971	Performance Contract negotiated- Planning for future consultant services	Consultant - Director of Elementary and Secondary Education
October 15, 1971	Making a demonstration video tape for next training session	Consultants - one Instructional Specialist - Principal - Media Specialist
October 22, 1971	Inservice training - further training in the Conference format	Consultants - Directors of Secondary and Elementary Education - all principals - all Instructional Specialists
December 14, 1971	Planning and recommendations for district	Consultants - Directors of Secondary and Elementary Education
February 2, 1972	Inservice training - (Data collection and problem solving) Presentation of performance contract and its findings to specialists and principals	Consultants - Directors of Elementary and Secondary Education - all Principals - all Instructional Specialists
March 15, 1972	Presentation of final report and recommendations to School District	Consultants - Directors of Elementary and Secondary Education

PROPOSAL: A TRAINING PROGRAM FOR INSTRUCTIONAL SPECIALISTS--
EAST-NORTHERN SCHOOL DISTRICT

FROM: John L. Morgan & David W. Champagne - University of Pittsburgh

RATIONALE: The key factor in improvement of instruction in schools is the quality of personal and professional support given to teachers. The processes through which they are introduced to new ideas; the support or reaction of the school as they generate their own ideas; the ways ideas are translated into practice; the ways in which evaluation of new or old practices is carried out; all these processes are as important as the content of the suggested change. This school district has demonstrated its commitment to improvement of its instruction and pupil learning, by purchasing the talent of a number of highly qualified subject matter specialists. There is no question of the technical competence of this group of instructional specialists and their building principals in giving teachers instructional support. However, this group of support professionals has now recognized its need for other skills. These other skills fall in two major areas:

1) interpersonal skills - those skills which will help people learn to effectively use each others resources with a minimum of wasted energy.
2) technical supervisory skills - conferencing skills, observation and analysis skills, and skills in planning inservice and supervisory programs.

PURPOSE: This proposal outlines a training program to develop both types of skills in the total group of instructional support personnel--the instructional specialists, and the building principals under the guidance of the director of secondary education and the director of elementary education as the leaders of this group. What we are ultimately reaching for is an intergrated supervisory inservice program for instructional improvement. This program will be planned and implemented by the instructional team listed above.

DESIGN: We propose a four stage design which involves the use of us as consultants in stages two and three and perhaps in stage four in a different way. By stage four the group will be able to operate well enough to generate its own training experiences with only occasional outside help.

Stage I - Spring and Early Summer, 1971 - The Director of Secondary Education and the Director of Elementary Education continues their regular training and support seminars with the instructional specialists and principals. Specifically, he introduces some of the vocabulary and concepts of clinical supervision. By the end of this time it is assumed that the instructional specialists will have: 1) read R. Goldhammer's Clinical Supervision; 2) begun to use the vocabulary of clinical supervision; 3) used parts of clinical cycle in their supervisory practice; 4) focused their interpersonal skill needs with the director of secondary education; 5) read any materials we may have provided before stage II; 6) committed themselves to an intensive experience to develop their skills; 7) attended relevants parts of the Second Annual Open House (April 19-23) of the Department of Curriculum and Supervision, University of Pittsburgh.

Stage II - A three and one half day intensive workshop in an isolated residence setting--planned and carried out by the Director of Secondary Education the Directory of Elementary Education and the two consultants (John L. Morgan--David W. Champagne). This workshop will begin with an evening session and end in the late afternoon of the third day. Suggested time for this workshop is Tuesday evening, August 10; Wednesday, August 11; Thursday, August 12; Friday, August 13, 1971.

TUESDAY:	8:00-11: p.m.	(After dinner and check-in) A series of communication exercises to teach: a. Is my verbal and non-verbal communication congruent? b. Do I listen? c. What do others hear when I talk? A series of communication exercises to develop a. a total group feeling b. each others ability to share resources c. skills in finding out about each others resources.
WEDNESDAY:	7:30-8:30 a.m.	Breakfast
	8:30-11:30 a.m.	Simulation and role playing conferencing skills-an intensive teaching experience - using audio and video taping equipment I.
	11:30-1:00 p.m.	Lunch
	1:00-4:00 p.m.	The helping-relationship an exercise in dyads -discussion-
	4:00-6:00 p.m.	Informal Unstructured Discussions about the school district, communication skills and supervision I.
	6:00-8:00 p.m.	Dinner hour
	8:00-11:00 p.m.	A structured exercise on decision making using brainstorming--this begins a sequence of activities which will lead to specific planning of supervisory-inservice programs for the district.

THURSDAY:	7:30-8:30 a.m.	Breakfast
	8:30-11:30 a.m.	Simulation and role playing conferencing skills II.
	11:30-1:00 p.m.	Lunch
	1:00-4:00 p.m.	Planning an Integrated Inservice and Supervisory Program for each department I (Workshop Approach)-Assignment.
	4:00-6:00 p.m.	Informal Unstructured Discussions II
	6:00-8:00 p.m.	Dinner hour
	8:00-11:00 p.m.	Planning an Integrated Inservice and Supervisory Program for each department II.
FRIDAY	7:30-8:30 a.m.	Breakfast
	8:30-10:00 a.m.	Role play of beginning experience in each of one or two workshop plans.
	10:00-10:30 a.m.	Contract setting for continued learning in fall and for use of consultants.
	10:30-11:30 a.m.	Closing communication exercises--

Stage III - September & October & November - Up to four consultant days (two each) per month on the following issues:

a. Planning inservice programs with directors of Secondary Education and Elementary Education building principals, specialists.

b. Observing and critiquing performance of specialists.

c. Conducting continuing training seminars for instructional specialists as negotiated with the directors of Secondary Education and Elementary Education.

d. Working with the Directors of Secondary and Elementary Education to develop their skills to make our continued employment unnecessary.

Stage IV - December-June - Up to two consultant days per month (one each) on an on call as needed basis. Purpose:

a. to work with Directors of Education on their skill development.

b. to help Directors of Education plan solutions to problems.

COST: Each consultant works for $100.00/day

Stage II - This is a flat fee -

Planning days before workshop 1 day each with Directors of Elementary and Secondary Education = 2 days total.

Tuesday = ½ day each = 1 day total

Wednesday = 1½ days each=3 days total

Thursday = 1 day each =2 days total

Friday = 1 day each =2 days total

Stage II Total Cost Consultant Time=10 days total = $1000.00

Stage III cost will be negotiated on a performance contract basis =

maximum 12 days total
minimum 0 days (not recommended)

Stage IV cost to be negotiated if held.

THE SUPERVISORY CONFERENCE

by

John L. Morgan

and

David W. Champagne

University of Pittsburgh

Spring 1971

(With thanks to the many students who
have tried and critiqued this format)

(Used with permission of the authors
in LRDC Follow Through training)

The Supervisory Conference

Any communication between supervisor and supervisee might be called a conference. We have chosen to define a conference as that sequence of events during which the supervisor and supervisee plan or evaluate the supervisee's instructional behavior with pupils. We eliminate from this definition those supervisor/supervisee behaviors which have as their major purpose maintenance of the social relationships between the supervisor and supervisee. We do not mean to imply that these other behaviors are unnecessary or unimportant. The quality and type of the human relationship between the supervisor/supervisee probably determines the effectiveness of supervision. We are focusing on the purpose of the supervisory conference and trying to indicate a way of effectively carrying out that purpose within the twin constraints of time and resource. [Other training should focus on helping-consultant-supervisory relationships within which the supervisor operates.]

The steps in a supervisory conference and the continuum of stages of supervisory practice suggested in this paper are the result of the professional practice of the authors. They represent what has become to us an efficient, clear set of guidelines for our behavior. They are at the same time supportive to the supervisee. Our practice also suggests that using this format in short conferences lasting about fifteen or twenty minutes with one or two issues you choose to focus upon, will produce the most rapid changes in the supervisee's behavior. The supervisee has clear directions to go, he is not overwhelmed with many suggestions at once, and he is not punished by a long catalogue of his failures. Long conferences tend to lose focus and become punishing.

The Supervisory Conference

We suggest that after awhile the supervisee will also learn this format, and feel comfortable with it. You might even teach him how you are going to operate as an introduction to your supervision.

While no two conferences are ever alike--and they should not be--there are certain common elements in every conference. There follows a suggested sequence of steps in the conference format. Explanations of these steps and their sequencing follow the suggested format.

Steps In The Supervisory Conference

Step 1. Objectives of the conference are specified.

Step 2. Present behaviors of the students and teacher related to the objectives of the conference are discussed.

Step 3. An agreement to focus on one or two issues is made.

Step 4. An agreement that some change in behavior is necessary, or that some behavior is appropriate and should be stressed is made.

Step 5. Positive appropriate teacher behaviors related to the specific focus of the conference are identified and reinforced.

Step 6. Alternative behaviors (or alternatives related to reemphasis of existing teacher behaviors) are proposed and examined.

Step 7. One alternative from those proposed is selected.

Step 8. Specific planning for the implementation of the selected alternative is completed.

Step 9. Implementation plans of the selected alternative are practiced.

Step 10. Criteria for successful performance of the alternative behavior are selected and agreed upon.

Step 11. Supervisee gives feedback on purpose and perceptions of conference.

Step 12. Commitments of supervisor and supervisee are reviewed.

CONFERENCE TERMINATES

The Supervisory Conference

Clarification of Each Step and the Sequence
of Steps of the Conference Format

Step One - Specifying Objectives

The purpose of step one is to make sure that both people in the conference agree on the goals. This sharing is a kind of contract setting. It establishes an atmosphere of, "Let's get down to business."

Step Two - Reviewing Data Related to Objectives

Both supervisor and supervisee must have or develop the same perception of what is presently happening in the learning situation. Both parties must limit or discipline themselves to describing the behaviors that are related to the objectives of the conference.

Step Three - Selecting A Focus

A focus on one or two issues allows more specific planning and a more rapid change of the supervisee's behavior. It also helps keep the conference short. A short conference is usually more productive than a longer one.

Step Four - Agreement on Necessity of A Change

The purpose of this step is to seek a commitment to change on the part of the supervisee. This step should be short and done only once.

Step Five - Reinforcement of Aspects of Present Behavior

The purpose of this step is to assure the supervisee that some parts of his behavior are appropriate. The task of change is thus less overwhelming. The change then becomes an extention of present behaviors rather than a denial of previous behaviors.

Step Six - Proposing Alternatives

More than one alternative should be considered before a choice is made. Strengthening or extending existing behaviors is one alternative.

Step Seven - Selecting An Alternative

It is difficult to implement several changes at once. If one alternative is selected the chance for success is better than when more than one alternative is selected.

Step Eight - Specific Planning

Specific planning includes: the objectives, procedures, and evaluation. It is suggested that the specific planning be written or audio taped so that both supervisor and supervisee will have a record of their commitments. A record makes both the participants accountable.

Step Nine - Practicing

This practice is an opportunity for supervisee to try new behaviors under conditions where he can get immediate feedback. This practice identifies any unclear areas in the planning.

Step Ten - Establishing Criteria

This agreement sets a realistic expectation for the supervisee. The supervisor should exercise care in establishing criteria which are attainable by the supervisee.

Step Eleven - Giving Feedback on Conference

This step allows the supervisor to find out what the perceptions of the supervisee are. The supervisor should learn how to ask this question so that he receives an open and honest answer. The supervisor does not defend his behavior here. He simply tries to understand the perception of the supervisee.

Step Twelve - Reviewing Commitments

This final checking out and restatement of commitments is necessary. It is a deliberate redundancy. It prevents major misunderstandings. After the restatement of commitments, the conference should end.

Within this conference format all steps can be made congruent with the establishment and maintenance of a helping-supervisory-consultant relationship. The entire structure of the conference, while it serves the goal of efficiency in the use of resources, says clearly to the supervisee, "I trust your intelligence, your interest, your professional purpose."

The conference format was deliberately written in a passive voice (except for step 11) with the initiator unspecified.

The supervisor's role within this conference format can be conceptualized on a continuum from directing to consulting. Any of these roles is a legitimate one in the context of the agreement between the supervisor and the supervisee. The supervisor in the framework established here should always try to move toward the consulting role and away from the directing role.

The major stages within this continuum are listed below. Steps 6 and 7 of the conference format are selected as the example used to explain these stages. The stages apply, however, to all the steps of the suggested conference format excepting step 11.

CONTINUUM OF STAGES IN THE SUPERVISORY ROLE

The Supervisory Role	Example from Steps 6 & 7 of Conference Format
DIRECTIVE	
Stage 1. Supervisor initiates; Supervisor chooses.	1. The supervisor proposes all of the alternatives and then chooses one.
Stage 2. Supervisor initiates; Supervisor and supervisee choose.	2. The supervisor proposes all the alternative strategies, they jointly choose one.
Stage 3. Supervisor initiates; Supervisee chooses.	3. The supervisor proposes all the alternative strategies. The supervisee chooses one.
Stage 4. Supervisor and supervisee both initiate; supervisor & supervisee choose.	4. Both supervisor and supervisee propose strategies. Both make a choice.
Stage 5. Supervisor and supervisee both initiate; supervisee chooses.	5. Both supervisor and supervisee propose strategies and the supervisee chooses one.
Stage 6. Supervisee initiates; supervisor & supervisee chooses.	6. The supervisee proposes alternatives, both the supervisor and supervisee chooses one.
Stage 7. Supervisee initiates; supervisor questions, supervisee chooses.	7. The supervisee proposes alternatives, the supervisor asks clarifying questions, the supervisee chooses.
Stage 8. Supervisee initiates; supervisee chooses.	8. The supervisee proposes alternatives, the supervisee chooses, the supervisor listens.
Stage 9. Supervisee initiates; supervisee defines role of supervisor; supervisee chooses.	9. The supervisee proposes the alternatives; he defines a role for the supervisor, and he makes the choice.
CONSULTING	

The last stage is the true test of autonomy, and of a helping relationship. As the supervisee becomes self-directing he can and usually will manage the supervisor back into a more active role on a peer basis. He is then free to seek and use aid, but he determines its application.

Stage one is usually self-defeating and is not recommended. There may be times when it is appropriate. It is never desirable over any extended period of time.

TO: East Northern

RE: Training of Educational Specialist

SUBJECT: Performance Contract Specifications

FROM: John L. Morgan and David W. Champagne-University of Pittsburgh

A. We agreed, that for the summer workshop we were each going to get a flat consultant fee of $100.00 for a regular working day. Evening sessions count for an extra one-half day.

B. We agreed that for the performance specifications we would measure four variables as being representative of positive changes in the Educational Specialists behavior,

These four vaiables are:

1. Number of conferences with teachers.
2. The format followed by specialists in conferences.
3. Percentage of talk by Educational Specialists in conferences.
4. Degree of initiation or directiveness of Educational Specialists in conferences.

Thus we are saying that the conferencing behavior is the key to the effective performance of the Educational specialist (and therefore to changes in the teachers' behavior). The dimensions we are looking at are measures of both the quantity and quality of the conferencing behavior of the Educational specialists.

Our workshop in the late summer and the consultant days we will use in the fall will be focusing mainly on the quality and quantity of conference behavior. These seem appropriate dimensions upon which to focus our evaluation of effectiveness.

EXPLANATION OF THE ASSESSMENT OF EACH MEASURED DIMENSION

1. Number of conferences with teachers-- A conference should be defined as any reported contact with a teacher which lasts ten minutes or more.

Using an average month's number of conferences with teachers during the months of March and April in the spring of '70, (as reported in the Educational Specialists monthly report) we believe that our work will result in an increase of 20% in the number of conferences as reported in the months of October and November when each time period is adjusted to the same number of working days in school.

2. Percentage of talk by Educational Specialists in conferences.

We believe that the proper direction for most Educational Specialists is to reduce their percentage of talk during a conference. There is no data on the "correct" percent of talk for the Educational Specialist in a conference. However, we believe that we can change the percent of talk in the direction indicated below by the following amounts.

Pre-Training Range	Post-Training Range	Net Changes Downward
85% or above	70% or below	30-15%
70-84%	60% or below	24-10%
60-69%	50% or below	19-10%
50-59%	45% or below	14-5%

These percentages will be measured in an audio-taped simulated session before any formal training by us at the August workshop. The post training range will be measured on an audio-taped simulated session in the first two weeks of December at a regular weekly meeting of the educational specialists using the same problem as the pre-test.

3. Degree of initiation or Directiveness of Educational Specialists in Conferences.

The degree of initiation and direction of the Educational Specialists in conferences should decrease as the teacher accepts responsibility for initiating planning, and evaluation changes in his own professional behavior. Using the accompanying rating scale, developed from the continuum of directiveness

and initiation in The Conference Format (page 7), by John L. Morgan, and David W. Champagne, we believe that we can change the educational specialists behavior in the directions and by the amounts listed below. (The evaluations of these changes will be made using the same tapes as were used in measuring variables 2).

Stage of Directiveness Pre-Test	Stage of Directiveness Post-Test	Net Increase in Stage Number
Stages 1-2	Stage 5 or Higher	+ 4-3
Stages 3-5	Stage 6 or Higher	+ 3-1
Stages 6-7	Stage 8 or Higher	+ 2-1
Stage 8	Stage 8 or Higher	+ 0-1

4. The format followed by Educational Specialists in Conferences.

We are teaching a conference format which includes various categories of behavior. Although the sequence of these behaviors may vary, we believe that most of the categories of behavior should be included in supervisory conferences. We believe that the following changes can be produced by our total intervention with your instructional specialists.

No. of Steps Included in Supervisory Conference

Pre-Test	Post-Test	Net D
4-6	7 or Higher	3-1
6-7	8-9	3-1
8-	9 or Higher	

The changes in the inclusion of these steps will be measured by an analysis of the pre and post-test tapes used for the measurement of variables 2 and 3.

An important item to be considered is the question of who will do the evaluation of the data. We would like to do the original analysis and have our analysis checked and certified by the Directors of Secondary and Elementary Education as being accurate.

We have had absolutely no experience with a contract of this nature. We have had absolutely no experience with actually measuring the amount of behavior change produced by this kind of training. We know of no one who has had such experience. We do trust in our own abilities and we have tried out each of the techniques we are using with our own students in our classes. We have set very high standards for expected changes. The likelihood of their being close to reality is highly problematic. We may end up working for very little, but we probably should be paid little if we cannot produce changes of this type. On the other hand, if we do produce changes of this magnitude, we are worth a good deal of money. Therefore, we recommend the following pay scale, if we meet:

0/4 of the above criteria, we each receive ½ our usual fee or	$50.00/working day
1/4 of the above criteria we each receive 3/4 our usual fee or	75.00/working day
2/4 of the above criteria we each receive 4/4 our usual fee or	100.00/working day
3/4 of the above criteria we each receive 5/4 our usual fee or	125.00/working day
4/4 of the above criteria we each receive 6/4 our usual fee or	150.00/working day

This agreement supposes an average of two consultant days/month during the months of September, October, November, and December of 1971. Most of that time would be spent in working directly with and training the Director of Secondary Education and the Director of Elementary Education on the teaching and reinforcement of the specific skills in the performance contract and the other skills of clearer interpersonal communications and/or integrated inservice supervisory program for the school district. Thes later skills more difficult to measure at this time, are not included in the performance contract; but our aim is to enable these two directors to function in a training role without our further intervention in these areas being necessary.

Assessment of Supervisory Conference Behavior

By David W. Champagne and John L. Morgan

Yes	I. Criterion Checklist	No
____	1. Objectives of the conference were clearly established early (within the first five minutes).	____
____	2. Present behaviors of the teacher and students related to the objectives were discussed by both teacher and educational specialists.	____
____	3. A selection of one or two (no more than three) specific foci of the conference was made.	____
____	4. An agreement between the teacher and educational specialist that some behaviors should be changed or re-emphasized was made.	____
____	5. Positive behaviors of teacher, related to the foci of the conference, were identified and reinforced.	____
____	6. More than one alternative behaviors or re-emphases were proposed and examined for possible use by the teacher.	____
____	7. At least one of these alternatives was selected for planning and trial.	____
____	8. Specific planning for the implementation of the selected alternative(s) was done.	____
____	9. Practice of the implementation plans was carried out.	____
____	10. Criteria for the successful performance of the behavior(s) being practiced are selected and discussed.	____
____	11. Supervisee gives feedback on his perceptions and feeling about conference purpose and results.	____
____	12. Commitments of educational specialists and teacher are reviewed.	____

II. The confe ce of the educational specialists and the teacher was at stages _____ a concentration at stage _____ in the nine stage continuum of supervisor and supervisee autonomy.

Yes III. Education specialists Analysis of their Conference Behavior No

Educational Specialists analysis includes the following:

_____ 1. An accurate statement of the parts of the conference present and missing. _____

_____ 2. A recommendation of their priorities in improving their own performance, _____

_____ 3. The recommendations of an experienced observer would generally agree with those of the educational specialists. _____

TO: East Northern School District; Directors of Secondary and Elementary Education

FROM: David W. Champagne and John L. Morgan

DATE: February 2, 1972

SUBJECT: Performance Contract - Evaluation Report

This report summarizes the results of the evaluation of the four provisions of the performance contract between the two parties. For purposes of evaluation, we concentrated on the changes in performance of the instructional specialists. It is assumed that similar changes in performance took place among the group of principals in the district.

Each of the four criteria which are part of the contract are listed with their specifications. The data are presented and conclusions are drawn from them.

I. Number of conferences with Teachers:

Using an average month's number of conferences with teachers during the months of March and April in the spring of 1971 (as reported in the Instructional Specialists monthly report) we believe that our work will result in an increase of 20% in the number of conferences as reported in the months of October and November 1971. Each time period is adjusted to the same number of working days in school.

Chart I

Number of Supervisory Contacts* with teachers by Instructional Specialists

Code name	Contacts Before Intervention ✔ March	✔ April	Total	Contacts After Intervention ⊙ ✔ Oct	✔ Nov	Total	Change in contacts	Ratio of After to Before	Meets Criterion
1A	20	15	35	27	29	56	+21	1.9	Yes
1B	20	30	50	22	33	55	+ 5	1.1	No
1C	34	36	70	31	51	82	+12	1.1	No
1D	25	35	60	58	75	133	+73	2.2	Yes
1E	18	19	37	41	41	82	+45	2.2	Yes
1F	22	14	36	39	41 (est.)	80	+44	2.2	Yes
1G	nd	nd	nd	3	34	37	omitted	from data	
1H	19	58	77	42	23	65	-12	0.85	No
1I	23 ❁	23 ❁	46 ❁	18	41	59	+13	1.3	Yes
1J	7	8	15	9	8	17	+2	1.1	No
Totals	188	238	426	287	342	629	+203	1.5	YES

* Supervisory Contacts = This term is defined as any reproted interaction with a teacher lasting 10 or more minutes. It includes conferences and observations.

✔ Each figure listed here has been adjusted to an average month of 20 days

⊙ Each complete cycle of supervision is counted as three contacts

❁ March report used to estimate April report

On this criterion of the contract there was an overall increase of 50% in the number of supervisory contacts by the instructional specialists. This exceeds the specifications of the contract.

2. Percentage of talk by Instructional Specialists in conferences

We believe that the proper direction for most Instructional Specialists percentage of talk should be down. There is no data on the "correct" percent of talk for the Instructional Specialist in a conference. However, we believe that we can change the percent of talk in the direction indicated below by the following amounts.

	Pre-Training Range	Post Training Range	Net Changes Downward
1	85% or Above	70% or below	30-15%
2	70-84%	60% or below	24%-10%
3	60-69%	50% or below	19-10 %
4	50-59%	45% or below	14- 5%

These percentages will be measured in an audio-taped simulated session before any formal training by us at the August workshop. The post training range will be measured on an audio-taped simulated session in the first two weeks of December at a regular weekly meeting of the educational specialists using the same problem as the pre-test.

Chart II

percent talk by the Instructional Specialists

Pre-Training group	Code Name	%before training	% after training	net change	Meet Criterion
1	empty category				
2	1C	83	44	-39	yes
	1F	72	72	0	no
3	1D	65	55	-10	yes
	1E	64	57	-7	no
	1H	68	56	-12	yes
4	1A	50	45	-5	yes
	1G	57	50	-7	yes
	1I	53	80	+27	no
	1J	50	50	0	no

In this criterion, 5 of 9 of the specialists met the specifications.

3. Degree of initiation or directiveness of Instructional Specialists in Conferences.

The degree of initiation and direction of the Instructional Specialists in conferences should decrease as the teacher accepts responsibility for initiating planning and evaluating changes in his own professional behavior. Using the accompanying rating scale, developed from the continuum of directiveness and initiation in The Conference Format by Morgan and Champagne, we believe that we can change the educational specialists behavior in the directions and by the amounts listed below.

	Stage of Directiveness Pre-test	Stage of Directiveness Post - test	Net Increase in stage number
1	Stages 1-2	stage 5 or higher	+ 4-3
2	Stages 3-5	Stage 6 or higher	+ 3-1
3	Stages 6-7	Stage 8 or higher	+ 2-1
4	Stages 8	Stage 8 or higher	+ 0-1

Chart III

Stage of Directiveness in Conference Behavior

group in pre-training	code name	before training	after training	net change	meet criterion
1	1A	1	7	+6	yes
	1B	1	no test	-	-
	1C	2	5	+3	yes
	1D	2	5	+3	yes
	1F	2	2	0	no
	1G	2	4	+2	no
	1I	2	2	0	no
	1J	2	4	+2	no
2	1H	3	5	+2	no
3	empty categories				
4	"	"-			
	-				

In this criterion three of 9 of the instructional specialists met the contract specifications.

4. The format followed by Educational Specialists in conferences.

We are teaching a conference format which includes various categories of behavior. Although the sequence of these behaviors may vary, we believe that most of the categories of behavior should be included in supervisory conferences. We believe that the following changes can be produced by our total intervention with your instructional specialists.

No. of Steps Included in Supervisory Conference

Pre-Test	Post-Test	Net Δ
4-6	7 or higher	3-1
6-7	8-9	3-1
8-	9 or higher	1

The changes in the inclusion of these steps will be measured by an analysis of the pre-and post-test tapes used for the measurement of variables 2 and 3.

Chart IV

Format in Supervisory Conferences

Number of steps included

no. of steps pretest	code name	no of steps in pretest	no of steps in post test	net change in conference	meet criterion
0-3	1A	2	10	+8	yes
	1C	3	8	+5	yes
	1G	2	9	+7	yes
	1I	3	2	-1	no
	1J	3	10	+7	yes
4-6	1D	4	12	+8	yes
	1E	4	5	+1	no
6-7	1H	7	11	+4	yes

In this criterion six of nine instructional specialists met the specifications of the contract.

Chart V

Profile of four criterion for each instructional specialist

Code name	criterion 1 contacts	criterion 2 % talk	criterion 3 directive	criterion 4 no steps	totals Quant(1)	Qual (2,3,4)
1A	yes	yes	yes	yes	1/1	3/3
1B	no	———	———	———	0/1	———
1C	no	yes	yes	yes	0/1	3/3
1D	yes	yes	yes	yes	1/1	3/3
1E	yes	no	no	no	1/1	0/3
1F	yes	no	no	no	1/1	0/3
1G	———	yes	no	yes	———	2/3
1H	no	yes	no	yes	0/1	2/3
1I	yes	no	no	no	1/1	0/3
1J	no	no	no	yes	0/1	1/3

Distinct patterns emerge from this final chart. In the quality of conference criterion, 3 of the instructional specialists who met one specification met all three. IG and 1H met 2 of the three quality criterion. 1J met only one specification of the 3 quality criterion. Three of the instructional specialists have not yet reached one of these criterion specifications.

The original specifications were drawn assuming that there would be an average of two consultant days each of the four months of September, October, November, and December when the contract was in effect. The major effort of the consultants during this time was to have been in training the Director of Secondary Education, and the Director of Elementary Education in evaluating, teaching, and reinforcing both the specific skills to be measured in the contract, and the other skills of clearer interpersonal communications and the planning and conducting of integrated inservice supervisory programs in the school district. Since we could not establish clear criterion specifications for this later set of goals, we did not include them in the performance c ontract.

All of the days specified in the contract were not requested nor arranged by the district personnel. Therefore, we feel that the results summarized in this reoprt are all the more impressive. We are sure that based on these results, had the additional time and training specified in the contract been made available, we could have demonstrated greater changes in the behavior of the supervisory team (principals and instructional specialists) with whom we were priviledged to work.

Summary of Questionnaire

Part of our evaluation of our work with East Northern School District was a short questionnaire which we did with both the Instructional Specialists and the school principals.

Summaries of the answers to the two questions on this survey are presented below.

Question One:

1. What changes have occured in your own professional practice as a result of your district's training programs, workshop, and consultants interventions over the past nine months to a year?

Summary of Responses from Question One

Comfortableness in Role	Increseased Skills	Role Understood by Others
1. Pre-planning with teachers makes them comfortable.	1. I am a better helper with more skills	1. More equal relationships.
2. I look forward to supervision.	2. I spent more time with fewer teachers - helping them become more aware of what they want.	2. People know me better accept me more.
3. I fell comfortable with supervisory work.	3. Re-allocation of priorities work more with individual teachers.	3. Teachers now do the evaluation of themselves. They are more relaxed.
4. A different perpective of my job. I don't count no's I count results.	4 Better conferences.	4. I have a closer relationship with teachers.
5. I have a closer relationship with teachers.	5. Get into more classrooms-I know people and kids better.	5. Teacher feel I'm interested in helping.
6. More sensitive to teachers concerns.	6. I have more tools to to work with.	6. Teachers have been responsive and accepting.
7. Teachers feel I'm interested in helping.	7. I have closer relationship with teachers.	7. Teachers feel helped.
8. Teacher have been responsive and accepting.	8. I am more goal directed.	8. I am less threating - more teachers ask to be observed.
9. Teachers more willing to talk over problems.	9. I am more aware of individual needs.	9. Teacher more willing to talk over problems.
	10. I make better use of my time.	10. Administration understands what we are doing.

Comfortableness in Role	Increseased Skills	Role Understood by Others
10. Teachers invite me back. I feel more confident.	11. I believe in the value of pre-contact-another tool.	11. Teachers feel more apart of supervision because of the cycle approach I'm using.
	12. More sensitive to teachers concerns.	12. There is a greater degree of co-ordination between programs and buildings.
	13. I am less threating more teachers ask to be observed.	13. Teachers invite me back. I feel more confident.
	14. Teachers feel more apart of supervision because of the cycle approach I'm using.	14. Teachers see me as a helper.
	15. I have more skills in conferencing and supervision.	
	16. Training gave me confidence and guidance in working with my staff.	
	17. I do better observations	
	18. I do better conferences.	
	19. I am clearer about my role as supervisor.	
	20. I have been able to communicate better with the staff.	

The comments here can be categorized into three broups; comfortableness in role; increased skills; role understood by others. Many of the comments spoke to the point that they feel more comfortable in the supervision part of their role. They assessed this increased comfort to the teachers positive responses at being consulted before the observation, and being asked about their wishers for a focus of the observation.

Several of the replies spoke to their increased skill in holding conferences with a focus. They felt an affect from the teachers that the teachers looked to them much more as a helping person and much less as a threat. They also described themselves as more sensitive and responsive to teachers needs and perceived problems.

The third category of responses suggested that because of the clearer role definition they had the central administration as well as the teachers understood them more and were less involved in the numbers game, and more goal oriented.

There were no negative respones to this question, All responses indicated that they felt some positive changes in their pro-active as a result of the training.

Question Two:

2. What changes have you seen in your school district or do you now see occuring in your school district which you relate to your and others changes in professional practice over the same period of time?

Summary of Responses from Question Two

Development Staff	Supervisory Program	Administration
1. More time on planning inservice program.	1. Supervisor's role is more humanistic.	1. Central administration is more sincere.
2. Inservice programs more specific.	2. Supervision has become a long term involvement.	2. Teacher's attitude and respect for us is more positive.
3. Teachers attitude and respect for us is more positive.	3. Focus on improving teacher performance is a new an important idea.	3. More confidence by staff in seeking help.
4. More teachers seeking assistance from us.	4. Teacher's attitude and respect for us is more positive.	4. More co-ordination in curriculum planning.
5. A change in attitude between teachers, administration, and supervisors.	5. More teachers are seeking assistance from us.	5. A change in attitude between teachers, administration and supervisors.
6. My feeling is we are working toward the same goal.	6. More confidence by staff in seeking help.	6. Center administration is more sensitive to our needs.
7. Acception of the supervisory process.	7. My staff invites me to help.	7. Teachers don't see me as an administrator any more.
	8. Teachers bring problems to us.	8. Better communication between staff and central administration.
	9. Teachers come more often to us.	9. Central administration is more prone to be positive.
	10. Teachers have more confidence in asking for help.	10. Time over quality is now the case.
	11. Teacher have invited me to observe.	11. Numbers game is still important.
	12. Supervision is teacher centered.	

Development Staff | Supervisory Program | Administration

13. Supervision is a more important part of the total program.

14. More time in district is spent in planning and supervision.

15. Greater variety of techniques in working with teachers.

16. Teachers are more receptive and more willing to ask for help.

17. My feeling is we are working toward the same goal.

18. Teachers believe we are sincere in wanting to help.

19. Teachers accept me as a person who is helping.

20. I have seen teachers in my department change their attitudes toward students and content area as a result of supervision.

21. Clearer understanding of supervision.

Fully one third of the comments in answer to this question specifically mentioned that "some member or members of the staff now feel free to ask me for help."

Several spoke about the feeling that supervision had become more humanistic and teacher centered and was therefore more a central theme of the districts program. They noted the increased emphasis on supervision coupled with increased understanding by the central administration of the aims and goals of supervision. There were still two negative comments about the numbers game in supervision being the chief goal. This does not seem to be a major issue any more. Only one or two in answer to this question mentioned specific changes they have observed in classroom practice within the district. Both of these were in the area of more responsive teaching with students needs being the new focus. The focus of almost all of the comments seemed to be on the change in the quality of the relationships of people in the district. One person did comment on the fact that inservice planning seemed to be getting more specific.

Final Summary:

In general these comments support both our subjective sense of what has happened and our data on the direction of the practice of the specialists and the administrators. They feel that their relationships are more real and accepting both above and below them in the school hierarchy. They are not yet speaking about specific improvements they see in the classroom. Although, if they are indeed modelling the more real and accepting relationships they speak about them these relationships may indeed be transferring to the students of these same teachers.

There is another possible interpretation which we'd like to explore. It may be that most of the present energy of the supervisory program is helping the teachers do better what they have always done. It could be that neither the specialists nor the teachers have at this time a whole lot of input about new and better ways to do things. Or indeed about new things to do. While we may be conjuring up ghosts, we must be sure that this last possibility is not the case.

Recommendations for East Northern for Continued Training

Our training and involvement with Adminsitrative and Supervisory Personnel of N.A.S.D. has produced measurable results with many of these professionals. Other unmeasuraed results were also produced. The following recommendations focus on those things we see yet to be done. These recommendations are only possible because of the base of training already done, and because of the high level of interest, talent, and initiative already present in the district. Because our recommendations focus on the "yet to be" we imply no critrcism of the "already." We see N.A.S.D. as a lighthouse district in the area, which if the momentum existing is sustained, will continue to point the way for other slower more timid districts.

1. Our training focused on basic techniques of supervision and communications. Some people made better progress than other. One or two of the professionals made little progress in using these techniques. Without being in any punitive to those who made little progress, we recommend the district develop positions which take advantage of the obvious and other skills these professionals possess.

Rationale: It is recognized by those in leadership positions in the district that special training and skills are indeed necessary for success in this very specialized helping role. Originally a qualification which resulted in assignment to this special role was "master teacher" status. Without defining this term, the master teacher is not necessarly the best person to help other professional develop their own unique teaching skills. There may develop special roles, in what is becaming a highly differentiated staffing pattern, in things like: preparation of curriculum materials; use of media in instruction, computer applications to education, scheduling for individualized instructions etc. These new roles may be much more appropriote to one or more of the professionals now holding the instructional specialist role than this present position. They may indeed be promoted back into the classroom teaching role where they might personally be more happy and productive. The flexdbility of a district in re-assigning personnel in positions where their competencies are fully utilized, with the maintence of morale of both the individuals directly concerned and others who observe the process, is probably the best measure of the district's commitment to excellence in education.

2. Whe we first became involved with N.A.S.D., we saw a big "us" and "them" rivalry/split between the administrative and supervisory personnel. The leadership that hired us was well aware of this dichotomy and hoped that out of our intervention and ongoing district plans, this split would be reduced. This result has occured. An outsider attending a joint meeting of the two groups would probably not be able to differentiate administrator from specialists. Our recommendation is that the chief administrators remain conscious of the potential for this split to reoccur and to consciously plan against this probability.

Rationale: The instructional specialist role is in many ways carved out of the building principals traditional role. This real diminution of the authority or responsibility of the principals role must remain a latent

threat to further reduction of his control and autonomy. The real fact that the principal's role has grown so unreasonably large that almost no principals had either the training, time or inclination to perform this helping function (specially at the secondary level) does not much reduce in the perceived threat of this new role with many principals. The conscious strategies of clear role definitions, joint meetings, joint training and joint projects of administrative and supervisory personnel seem adequate now. If administrative personnel are consulted about future appointments in supervisory posts this may be a helpful tactic, and might also produce more appropriate candidates.

This problem is likely to re-emerge as the post of instructional specialist is perceived by district personnel, and becomes in fact a training ground, and an alternate route to the principalship post. There is no doubt that this is in fact occurring and may indeed be one of the unanticipated benefits of this post to the district. Here is a leadership training staff development program that allows the district time to develop its leaders in low pressure situations without making commitments which are hard to back away from.

3. The leaders of the administrative team (Director of Secondary Education, Director of Elementary Education) conceptualize their role as leaders of staff development, and training within the framework of moving toward district goals that is a more responsive educational program. We recommend that this conceptualization be broadened and reinforced by the district. Specifically, we recommend that the district develop, under the direct supervision of these two leaders, an extensive training facility for contining staff training and development at all levels. This facility, available for all professional personnel in the district, would be the center and focus of inservice teacher training, etc.

Rationale: Professional training of teachers and others roles within a district must be a contining process and a contining responsibility of the district. University training and certification procedures assure only a general base of competence. These competences can never be sufficient for a district desiring excellence. Self initiated individual teacher development whether through self-study or formal advanced training is exemplary. It should be encouraged and rewarded. It is not sufficient.

With the rapid and contining development of applications of technology to education; with the rapid and contining changes in values and goals of our society; with the rapid and contining development of learning theory; and with contining trends toward ever greater mobility of our population no training program of a few years ago is ever adequate.

The development of your districts facility for contining teacher and specialists training, probably at least initially with federal or state funding, is an unusualy, perhaps ever unique, possibility which could solidify the forward progress of your districts educational programs. Such a facility could contain and use media resources for individual, auto tutional, small group and large group instruction in; new teaching techniqus, supervisory systems, obviation systems, curricular innovation, staffing pattens, plant construction, space utlization, etc. It is limited only by the imagination and intelligence of its directors.

4. The training, well begun, of the supervisory and administrative personnel in supervisory and communication skills, is just that. Further training in conferencing skills, observation techniques, curricular writing, individualized instruction etc. are now increasingly necessary.

Rationale: As the supervisory and administrative personnel are now more able to establish real helping relationships with teachers, aides and others. These individuals will inevitably need specific help in planning new instructional pattens, focusing their curriculum more closely on children's specific needs etc. As teachers feel free to begin to try these ideas, the instructional specialists work begins more often to move into a second phase, that of much small group planning and writing curriculum materials. Again new skills become necessary. More often the instructional specialists must now see themselves as teacher trainers planning small and large group inservice instruction. Community and parent groups will increasingly be brought into these groups and into planning. This new range of skills and new set of roles must again be developed by the instructional leaders--that is, the supervisory and administrative staffs. The district has already paid for these resources, now it must support its commitment by structuring the roles of the Director or Elementary and Secondary Education at this kind of leader rather than inefficently using them in some other role. The educatiors presently occupying these roles have both the vision and the skills to fill these role models.

The Process - A Critique

We worked with this school district for almost a full school year. We saw ourselves as responders to the needs of the district as perceived by the two administrators by whom we worked. At times, we also introduced issues with these two people that we had identified which we believed were related to their concerns. We as consultants initiated the idea of a performance contract at the same time the school district was considering asking us the same question. Their question was worded in a slightly different manner, it was, "how do we know what we are getting for our money, or that your being with us will have any noticeable effects on our system." We then agreed to draft a performance contract which was ultimately accepted on about the form proposed. You have copies of that contract in your folder of materials.

Some question and issues remain in our minds about our process.

1. The contract was too loose in the following ways. The district by not contacting us and securing our services during the critical follow-up months after the summer workshop, lost an opportunity to take full advantage of the investment they had already made. They got out more cheaply financially, but the final results while promising, are not at the level we could really have produced with full contract implementation.

2. We were not able to model the behaviors nor leave behind our skills with the directors of secondary and elementery education at a level where they truly did not need us any more. We belive that this is a big deficit in the process.

3. The contract specifications were too loosely drawn in another sense. Deciding whether we had met the specifications was not easy. The contract was not specific about whether the total group or individuals in the group were each to meet the specifications. Obviously any realistic contract does not specify 100% success. But we in our advance planning did not give adequate criterion of mastery.

4. Evaluating the specifications of the contract took between 30 and 40 clock hours of time. It was never agreed who was to pay for this evaluation. Ultimately the district should spend an almost equal time period if they are to check on our evaluation. Or perhaps this evaluation precedure should be done by a third party. If this is the case, it results in someone else's time and pay. Individually we felt a bias which finally resulted in our farming out the tapes for evaluation to one of our graduate students. We taught him the system, and paid him for his time from our own funds.

5. We did here what we would recommend to anyone who chooses to hire consultants. We simply refused to appear for a one shot consultancy. We planned carefully our intervention as part of a long term change process initiated by the district. The issue of who or whether we should be paid for this planning and negotiating time, was not ever clearly resolved. Some of our planning time was paid for. Most was not. The general issue for any consultant and by the consultants themselves that all or part of the planning and preparation times of the consultant is covered in the fees

paid to him while on site e.g. for the three day summer workshop which was part of this contract, we were paid for one planning day. We probably each spent about three full days in that planning. Some of that time with school district personnel, and some with each other. This issue, whatever its resolution should be made an explicit part of the contract negotiations.

6. In this process, we accepted the perceptions of the individuals in the district by whom we had been contacted. We acted as a resource to them in their planning and implementation of their change process. Should we have done an independent process of data gathering or perception forming, to confirm whether or not we were indeed starting from a reasonably real and shared perception of the districts needs. Might this insistence have saved us many hours of correcting misperceptions, or of operating on a bad assumption base? Could we not have been of greater service to the district if we had made this effort? Who should pay for this time on our part? Who is really hiring our brains and time?